

Education Core Documents

UMA 2019



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**American
Alliance of
Museums**

Core Documents

- Mission Statement
- Code of Ethics
- Strategic Plan
- Disaster Preparedness and Emergency Response Plan
- Collections Management Policy

Mission Statement

Required elements:

- Asserts the museum's public service role
- States why the museum exists and who benefits as a result of its efforts
- Bears date approved by the governing authority

[Read more about Mission Statements](#)

Institutional Code of Ethics

Required elements:

- Aligns with the Alliance's [Code of Ethics for Museums](#) and any other code of ethics appropriate to the museum's governance structure and discipline
- States that the general ethical principles apply to the governing authority, staff, and volunteers and addresses issues specific to each group
- Addresses both the institution's basic ethical responsibilities as a public trust and the conduct of individuals associated with the institution
- Is a single document tailored to, and developed specifically for, the museum (i.e., is not just a copy of the Alliance's Code of Ethics for Museums, a copy of a parent organization's code, or a list of references to other documents)
- Bears date approved by the governing authority

If a collecting institution:

- Follows policies consistent with the established standards of the museum's discipline
- Addresses collections-related ethical issues
- Includes a statement on the use of funds from deaccessioning, limiting use to new acquisitions and/or the direct care of collections (language must be identical to that in the Collections Management Policy)

[Read more about Institutional Codes of Ethics](#)

Strategic Institutional Plan

Required elements:

- Current and multi-year
- Aligned with current mission
- Includes a summary of the planning process
- Articulates a strategic vision and goals as well as actions steps to achieve them

Where does Education live?



excellence and equity

EDUCATION AND THE PUBLIC
DIMENSION OF MUSEUMS

A Report from the American Association of Museums, 1992

“The commitment to education as central to museum’s public service must be clearly expressed in every museum’s mission and pivotal to every museum’s activities.”

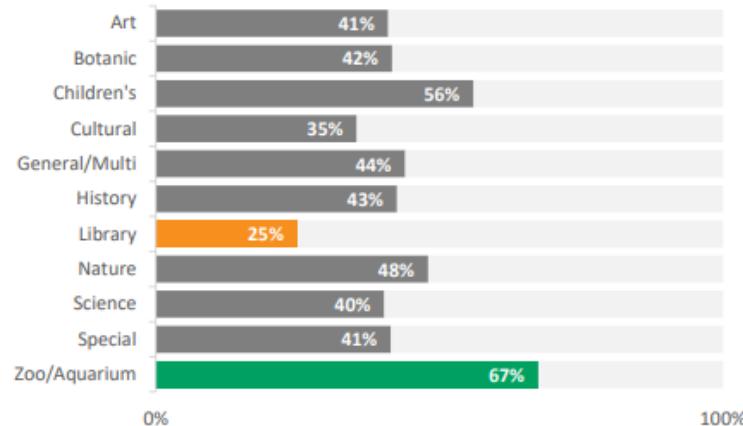
Plan

What most plans are called.

Framework, Document, Goals, Guide, Philosophy, Vision, Statement and Manual are also used.

Overall, 48% of respondents said their organization has an education and/or interpretive plan.

Zoos and Aquariums (n=43) are most likely to have an education plan. Libraries (n=8) are least likely to have one.



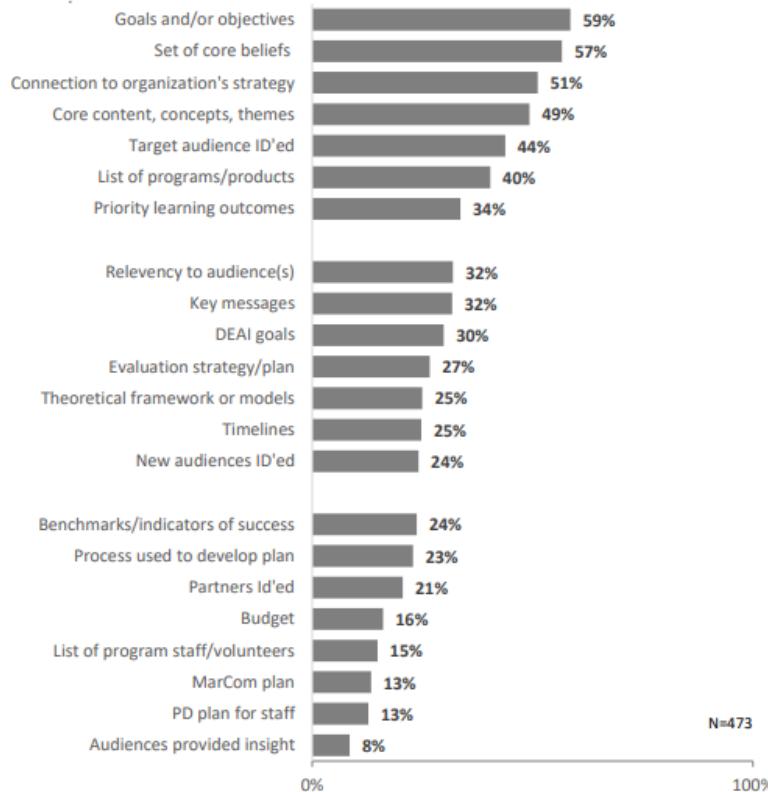
Dark grey bars include Yes responses to either education, interpretive, or both plans.

85%

Percentage of the 517 respondents that said they **did not have a plan**, that indicated they believe their organization **SHOULD have a plan**.

What is Included in the Education Plans

Current plans prioritize goals and core beliefs, connection to an organization's strategy, core content, and identified target audiences.

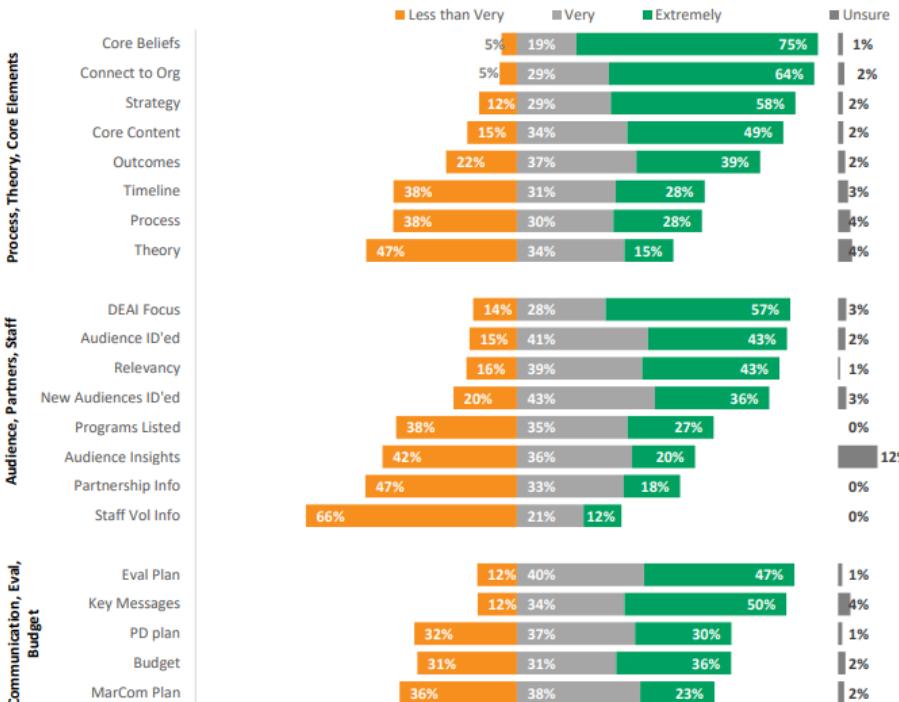


What Should Be Included in Education Plans

In general, respondents prioritized process, theory and core elements as **extremely** important to an education or interpretive plan.

Less than Very includes those respondents that selected Not at All, Slightly and Moderately

Please indicate how essential you believe each item is to an organization's education or interpretive plan?



N = between 770 and 803, depending on the item

Do you have an Education Core Document?

- What is in it?
- Is it practical, philosophical, both?
- How do you use it?







Utah Museum of Fine Arts

Mission



The UMFA's mission is to inspire critical dialogue and illuminate the role of art in our lives.



UMFA Department of Learning & Engagement Mission Statement



Central to the Utah Museum of Fine Arts' mission is the Learning and Engagement Department's commitment to inspiring creativity, curiosity, and critical thinking in our growing and diverse community. By engaging visitors in dynamic programs, exhibitions, and experiences, we encourage active participation in dialogues that celebrate multiple perspectives and voices. We strive to serve as an intercultural space that creates opportunities for learners of all ages and styles to arrive at new understandings about art, each other, and the world.



UMFA Education Philosophy



The UMFA believes that we learn together by asking questions, experimenting, and collaborating through an open exchange of voices and ideas. In this, and in all our work, we aim to incorporate best practices and evaluation. Beginning with works of art and their stories, we encourage discussions that extend across cultures to foster awareness and understanding. We are committed to engaging people of all abilities, ages, resources, and backgrounds through exhibitions, programs, statewide outreach, and access to expertise and research.



UMFA Strategic Plan: FY20-25



Goal 1: Prioritize efforts to advance inclusion, diversity, equity, and accessibility across all aspects of the Museum's work.

Goal 2: Embrace art's power to promote justice and create meaningful connections in our lives.

Goal 3: Become a more strategic, deliberate, and sustainable institution.

Goal 4: Engage more deeply with and enhance the value of our relationship with the University of Utah.

Goal 5: Be a fine arts museum and cultural destination that offers an emotional, intellectual, and joyful visitor experience for everyone.

Goal 6: Raise the profile and visibility of the UMFA.



UMFA Education Plan: FY20-25

To be created in 2020. Stay tuned!





UMFA Core Values



INCLUSIVITY

COLLABORATION

AUTHENTICITY

RESPECT

INTEGRITY

LEARNING

CREATIVITY

EMPATHY



UMFA acknowledgement of native land and people



The Utah Museum of Fine Arts is situated upon the ancestral and unceded lands of Native American people. We want to acknowledge the significance of place and the continued existence and contributions of indigenous people who have lived on and cared for this land for thousands of years. We also want to express our museum and university's commitment to building respectful relationships with those who call these lands home today.



UMFA statement of nude art



The UMFA is committed to inspiring critical dialogue and illuminating the role of art in our lives including exhibiting and teaching about the nude figure in art. Among the oldest subject matters in the history of art, nude figures can be found in art throughout the world in many different cultures and time periods. Created for many different reasons – for example spiritual, scientific, and expressive – the nude figure has been a fundamental mode of representing and communicating the human condition. For this reason, it is crucial that visitors and students are introduced to this very significant and diverse artistic tradition, one that is central to contemporary visual literacy. The beauty of art lies in the challenge and dialogue it inspires in all of us and its ability to connect to our contemporary lives, intellects and bodies through time and across cultures.



UMFA Education Ethics

(yet to be accepted as core document)



Excerpt:

In addition, the Museum educators will strive to maintain a safe and respectful learning environment to children and families by respecting the dignity of each family and its culture, language, customs, and beliefs, and by respecting families' childrearing values and their right to make decisions for their children. Educators will involve all parents in decisions concerning a child including reproducing artwork or photographs of the child and will not deny family members access to their child's classroom or tour setting.

UMFA Definition of Family

(yet to be accepted as core document)



Two or more people in a multi-generational group that have an on-going relationship; they may be biologically related but not necessarily. Ultimately if a group defines itself as a family they are one.



A Question of Governance?





Core Document Purpose (AAM)

To put in place a set of practices to “help guide decisions about how institutions develop programs and fulfill their educational role”

- Goals and / or Objectives
- Set of Core Beliefs
- Connection to the Larger Organizational Strategy



Core Document Purpose (TPI)

Based on Learning Theory and academic research

(National Research Council of the National Academies)

Ties in vision, mission, goals...

with our various program families:

School Programs

Revenue Generating

Value Adding

Events

Community Experiences

Facilitation





Guiding Framework

Vision Statement

Awaken and stimulate natural learning curiosity by cultivating transformative family learning

Mission Statement

Draw upon the natural world to cultivate transformative family learning

Long-term goals

- Cultivate transformative family learning.
- Be an essential resource for the formal education community in Utah.
- Lead the informal education community in development and delivery of rigorous, inquiry-based STE(A)M programming.
- Be an essential part of the lifelong learning continuum for families.



Guiding Framework (cont'd)

Big Idea

How important is Informal (Lifelong) Learning?

Enduring Understandings

Essential Questions

Know, Understand, Do

Staff Roles / Department Structure

Training Process

Education Resources

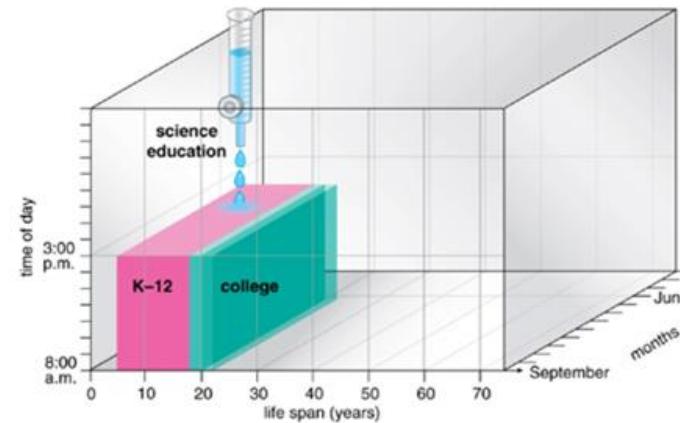


Figure 2. On average, only about 5 percent of an American's lifetime is spent in the classroom, and only a small fraction of that is dedicated to science instruction. Emerging data suggest that the best way to increase the public understanding of science is to reach people during the other 95 percent of their life.

Taken from FALK, J. H., and L. D. DIERKING. 2010. The 95 per-cent solution. *American Scientist*, 98:486-493.



Core Document is supported by training

To clear Explorer 1: about 12 hours of training (e.g. Inquiry, Observation)

To clear Explorer 2: about 12 more hours of training (e.g. Development Literacy, Interpretation)

To clear Explorer 3: 6 more hours (Activity Planning)



OLD Mission Statement (2006)

The Monte L. Bean Life Science Museum at Brigham Young University is a dynamic repository and trustee for a remarkable group of biological collections. These collections are used to celebrate the role of Jesus Christ as Creator, while enhancing student learning and mentoring and promoting faculty teaching and research. They also serve as a unique venue for inviting the public and scientific community to explore and contemplate intricate biological relationships and processes.



OLD Education Statement (2006)

The mission of the Monte L. Bean Life Science Museum is to educate our students and patrons concerning the intricate relationships and processes indicative of biological systems. Using a combination of in-house and outreach programs, we are committed to teaching children and adults alike about the natural world and what they can do to conserve it. The Museum's education philosophy embodies these purposes.

Bean Life Science Museum Education Philosophy

The M.L. Bean Life Science Museum serves as a unique venue for inviting the public to explore and contemplate intricate biological relationships and processes. To this end, we are committed to:

1. Providing significant opportunities for our students and patrons to develop an accurate understanding and appreciation of the natural world.
2. Developing meaningful educational programs for BYU students, the community, public and private schools, scout groups, and families.
3. Coordinating and administering effective outreach and in-house programs and activities based on the Utah State Office of Education core science curriculum standards.
4. Nurturing curiosity and respect for the beauty and life-sustaining functions of the natural world.



New Education Mission Statement Process

- Museum's mission statement updated
- Data
 - Former student educators (48 responses)
 - U DAM Impact study
 - Faith and Science exhibit
- Draft
- Review with education team
- Review with executive committee
- Use to guide our programming and events



NEW Mission Statement (2019)

We inspire wonder and reverence for our living planet.





New Education Mission Statement Process

- Museum's mission statement updated
- **Data**
 - Former student educators (48 responses)
 - U DAM Social Impact study
 - Faith and Science exhibit
- Draft
- Review with education team
- Review with executive committee
- Use to guide our programming and events



Former Student Educators Results

- Mission statement & purpose (coded responses)
 - Stewardship/Conservation
 - Nature/world/wildlife
 - Educate/learn/understand
 - Public/community





Utah Division of Arts & Museums

- Intercultural competence - low score
- Strengthened relationships - low score
- Science content & conservation - high score

Faith & Science Exhibit

- Unique venue at BYU
- Faith & Science exhibit
- Evolution exhibit





New Education Mission Statement Process

- Museum's mission statement updated
- Data
 - Former student educators (48 responses)
 - U DAM Impact study
 - Faith and Science exhibit
- **Draft**
- Review with education team
- Review with executive committee
- Use to guide our programming and events



New Education Mission Statement Draft

- Must support our new mission statement:

We inspire wonder and reverence for our living planet.

Must include the following

- Stewardship/Conservation
- Nature/world/wildlife
- Educate/learn/understand
- Public/community
- Relationships
- Inclusion
- Faith & science





New Education Mission Statement

- Museum's mission statement updated
- Data
 - Former student educators (48 responses)
 - U DAM Impact study
 - Faith and Science exhibit
- **Draft**
- Review with education team
- Review with executive committee
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MUSEUM *of* PEOPLES
and CULTURES

Creating An Education Core Document

1. Assessing Need
2. Gather Team
3. Determine Content
4. Create Content
5. Evaluate
6. Use and Apply it!



Assessing Need & Gathering Team

Assessing Need

- Seeking AAM Accreditation
- Unifying & Centralized Document
- Training of Constant Employee Overtur

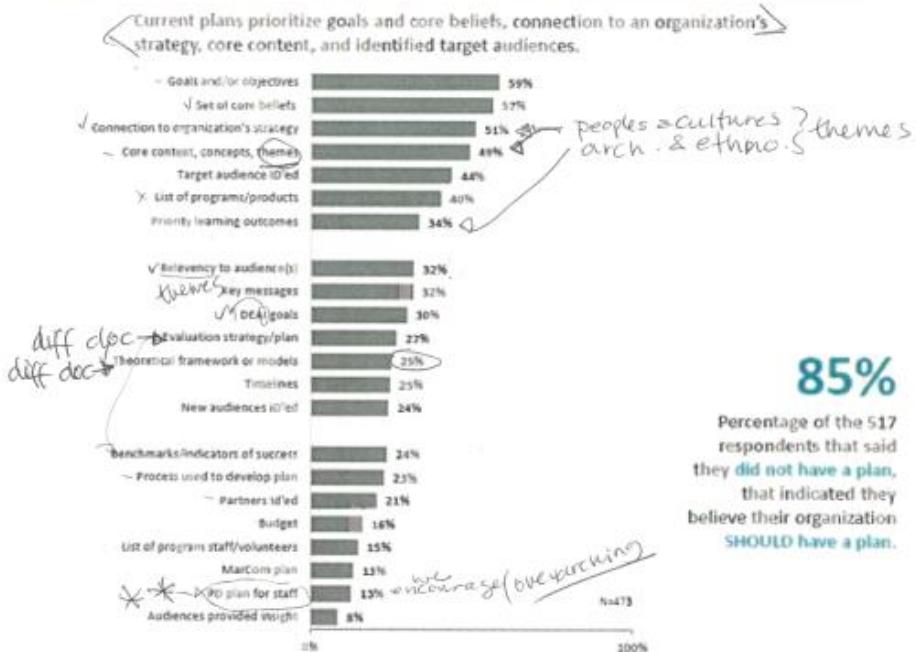


Who's on the Team?

- Curator of Education - Kari
 - Lead
 - Expertise
- Education Assistant - Brianna
 - Target Audiences
- Education Assistant - Sam
 - Theoretical Framework
- Museum Director - Paul
- Other Educational Staff Members

Determining Content

What is Included in the Education Plans



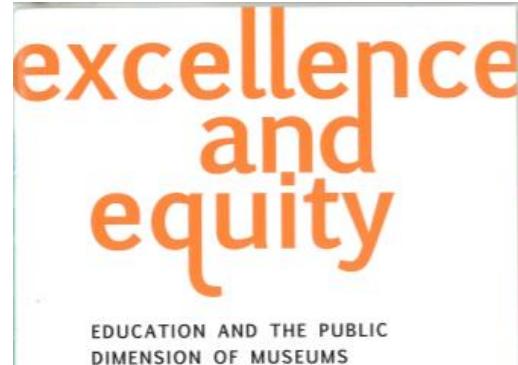


EXCELLENCE
IN PRACTICE:
*Museum
Education
Principles
and
Standards*

*Developed by the
Committee on Education*



For more resources: www.edcom.org



National Park Service
U.S. Department of the Interior
Keweenaw National Historical Park
Calumet, Michigan

Keweenaw National Historical Park
Final Education Plan 2005 - 2011



Creating Content: Logistics

Weekly Meetings - relatively short

Split up assignments

Google Doc and Word Doc Sharing

Once written took to Paul. Took aspects to other employees for feedback throughout.

Anticipated Use

“I would have appreciated this starting out. Just knowing what we’re about and what we’re doing.” - Sam



Closing Thoughts and Discussion

- What questions do you have about Education Core Documents?
- Do you think they should be included among the documents required for AAM accreditation?
- How can you see one benefitting your museum?
- What challenges do you imagine in the process of creating one for your museum?

Thank You!